

Management and Leadership Issues for School Building Leaders

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James Tobin
The College at Brockport, SUNY

School principals are confronted with a variety of issues as they provide leadership and organization to their schools. Evidence is growing that successful school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational practice (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). On occasion it takes specific leadership behaviors from the principal to begin to resolve the issues; at other times it takes organizational and management skills. The classroom activity in this instructional module is designed to provide options for an instructor in developing the background knowledge and information to provide leadership and/or the organizational and management skills necessary for educational administration candidates to begin developing personal approaches to organizational behavior. Discussions and/or reactions after each presentation provide opportunities to focus attention on establishing a systems perspective for guiding administrative behavior as issues are clarified and solutions are identified, including anticipated and unanticipated consequences.

Background Information

Today's school administrators are confronted, on a daily basis, with a variety of issues from how to implement the new Common Core State Standards (CCSS), to handling irate parents, to supporting overwhelmed teachers. How they react to these issues, to a great extent, determines their success or failure as school administrators. Building principals are charged with being the instructional and visionary leaders that every community wants and with successfully managing the day-to-day happenings that occur in every school. This is nothing new. When do I engage in leadership behavior and when am I supposed to manage the enterprise? These are two of the more significant and perplexing issues confronting today's school administrators – especially building principals.

The literature has a wealth of information about these two concepts and yet the message can be quite confusing. Management is concerned primarily with getting the work of the organization completed in an efficient and effective manner. Its focus is typically on the day to day functioning of the organization giving primary attention to getting the job done (Lalonde, 2010). Leadership, on the other hand focuses attention on the future or what needs to be done. Its focus is on vision and empowerment and reaching goals (Lalonde, 2010)). While the manager will direct the workforce to complete the required tasks the most efficient way, the leader tends to inspire or venture into new ways of doing things. Leadership is viewed as an influence process while management is seen as utilizing control (Catano & Stronge, 2007). The leader seeks to find new solutions to bring about improvement while the manager seeks to assure that all participants remain "on task" and meet their required goals. The leader is concerned with understanding and changing others beliefs and with changing the status quo. The manager, however, advocates stability and carries out his responsibilities by exercising authority to get the goals accomplished (Lunenburg, 2011).

Managers do things right, but leaders do the right things. This phrase has been attributed to both Peter Drucker and to Warren Bennis, both of whom have contributed significantly to the literature on leadership and management (Bennis, 1989; Drucker, 1966). It expresses in simple and direct terms the differences in the two functions that administrative or executive personnel engage in. The manager is required to get things done properly, and the leader focuses attention on what really needs to be done.

One of the first researchers to examine the differences between management and leadership was Abraham Zalenik of Harvard University. In 1977 he published an article in the *Harvard Business Review* in which he shared his belief that both leaders and managers were important to organizations even though their contributions differed. Managers tend to focus their attention on getting tasks completed in an efficient and effective manner whereas leaders were more focused on trying to understand the people in the organization and to gain their trust. Managers tended to rely on authority to accomplish their tasks whereas leaders tended to utilize persuasion and influence (Zalenik, 1977).

In a more recent discussion of leadership and management, leaders were described as being more focused on people where the manager was focused on tasks. The leader tends to look outward, in a more expansive way whereas the manager's focus was inward and on the specific task or tasks that needed to be completed. Leaders focused their attention on articulating a vision while the manager was clearly more focused on executing plans (Lunenburg, 2011). It is important to note, however, that Zalenik and Lunenburg believed that both leaders and managers were needed for optimal effectiveness in organizations.

All of these distinctions serve to contrast the view that the functions of management and the functions of leadership differ from one another. Colin Powell, the former Secretary of State remarked "Leadership is the art of accomplishing more than the science of management says is possible" (McGowan & Miller, 2001). There is little doubt that today's school principal, in fact any school

administrator, is confronted with an enormous task of trying to not only do the right thing, but to do it the right way.

The literature on leadership and management in schools also provides varying positions on the roles and duties that building principals must provide (Lunenburg, 2010; Trail, 2000; Leithwood & Riehl, 2003; Davis, et.al. 2005; Marshall, 2008; Mendels, 2012). One thing is certain, however; being an effective building manager is no longer sufficient. The job expectations for school principals are enormous and compel principals to take on many roles, including the role of teacher, psychologist, social worker, facilities manager, assessment expert, educational visionary, diplomat, mentor, PR director coach, and cheerleader (Trail, 2000; Davis, et.al. 2005). This ever increasing variety of roles makes their daily work inherently complex and the demands on them are increasingly fragmented, rapid fire, and voluminous (Lunenburg, 2010). Additionally, the principal's role has been altered by the advent of school or site-based management which has led to decentralization of control, transferring considerable decision making from district office to individual schools as a way to give principals, teachers and others more authority over what happens in schools (Wohlstetter and Briggs, 1994). All of this makes the roles that building principals face every day more complex than ever.

Today's principals also have a heavy workload and work at a rapid pace that is both hectic and taxing. "On average, elementary school principals work fifty-one hours a week...[and] high school principals average about fifty-three hours a week..." (Lunenburg, 2010). Increasingly, principals are also being pushed (not so gently) into instructional and community leadership roles. Mendels (2012) believes that today's principals need to be focused on instruction and not building management. What's a principal to do?

To manage this cacophony of demands requires building principals to have exceptional oral communication skills. They spend upwards of 70 – 80% of their time in interpersonal communication, most of which is face-to-face and by telephone. Add to this the volume of daily e-mail communication and their tasks become even more complex (Lunenburg, 2010).

"Educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Curriculum standards, achievement benchmarks, programmatic requirements and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities. They must manage new collaborations with other social agencies that serve children. Rapid developments in technologies for teaching and communication require adjustments in the internal workings of schools. These are just a few of the conditions that make schooling more challenging and leadership more essential" (Leithwood and Riehl, 2003).

It is not surprising that for many principals the task seems a bit overwhelming. Where do I begin? What should I do first? A principal might decide to start by identifying what is most critical. The ISLLC standards, (see Appendix A), provides a framework for approaching what needs to be done. Standard 1 encourages the establishment of a shared vision for your school. Working with your faculty to set a direction for the future and establishing shared meanings provides for a clear and focused target for everyone in the building (Leithwood & Riehl, 2003). Kim Marshall, writing in *Principal Leadership* would agree and suggests handling the larger problems or "big rocks" first, two of which are mission and collaboration (Marshall, 2008). By examining the remaining ISLLC standards, a principal can then begin collaborating with both the internal and external community to begin putting in place a

structure or system to engage in both leadership and management activities that address the complexity of issues that confront today's school administrators

In many ways today's school principals must constantly juggle the many hats they wear each day. A recent Wallace Foundation study (The School Principal as Leader: Guiding Schools to Better Teaching and Learning) indicated that effective principals perform five key practices well:

- Shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction
- Managing people, data and processes to foster school improvement (Wallace, 2013).

There is little doubt that the task of leading and managing schools in today's complex environment is a genuine challenge. The demands of increased accountability, the variety of social issues that confront communities today, the lack of funding to meet the increasing number of mandates imposed on schools, and the expanding demands that society is asking schools to address certainly makes the job of tomorrow's school principals formidable. In spite of these challenges research informs us that "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood, et.al., 2004).

Are you up to the challenges of leading and managing tomorrow's schools?

Issues for School Building Principals

Introduction

The issues identified later in this module confront today's school administrators every day. Having the ability to lead and/or manage these issues and those affected by them is one of the attributes of a highly capable building principal. While teachers should look to their building principal for strong leadership, they also depend upon the principal's ability to manage routine day-to-day organizational tasks. When teachers' expectations are not met, concern about the principal's capabilities begins to surface.

Educational Administration programs need to provide activities and opportunities for building leader candidates to learn about and to address the variety of daily leadership and management tasks that confront today's principals. The identified issues in this module are designed to develop the students' problem solving capabilities and require them to begin interacting with building principals in rural, suburban, and urban settings. Several school administrators (building principals, district directors, etc.) were interviewed to identify the range of issues confronting today's school building leaders.

While many possible variations can be developed for utilizing the issues posed, the two presented in this module are intended for use in a classroom or on-line environment.

Directions for Variation # 1 – Management Behavior

In this variation, students are asked to approach the issue as a management issue. What are some of the day-to-day tasks that a principal “may” have to become involved with to manage this issue? Students in the class are assigned (as individuals or small groups of 3 or less) an issue to research and then share information with the other students in the class. Students are to prepare a three to five page paper discussing the research they have identified and reviewed on their respective topics and must include a bibliography (APA style) to be submitted with each presentation. Students are required to interview three school principals from three different school districts (not their own district) to gather practitioner information and perspectives regarding the issues assigned. Students are encouraged to ask the principals to share experiences they have had in dealing with the issue. Lastly, students are asked to prepare a Power-Point or other form of presentation not to exceed 40 minutes to share what they have learned about the topic and to reflect on what they learned.

The instructor can also select from among the following to add to the experience:

- a. Beginning with the second class session, students (individuals or groups) are assigned to present the information they have identified, including practitioner experience.
- b. Each presenter must share a copy of the Power-Point presentation with other members of the class. This permits individual students to take notes (including their personal reactions and reflections) and save the information for future reference.
- c. Following each presentation, the students in the class can discuss the issue from their individual perspectives and share any additional information related to the topic.
- d. Members of the class can also be asked to complete an “Oral Presentation Rating Sheet” regarding the presentation skills of the student making the presentation. These can then be given to the presenter(s) to assist in refining his or her presentation skills.
- e. Each presenter and/or class member will verbally identify which ISLLC standard(s) provided guidance in responding to the issue (See Appendix A). Instructors may wish to substitute state standards if they wish.
- f. Each presenter can additionally be asked to identify one or more theoretical relationships in the principal’s decision making process as they responded to their specific issue.
- g. At the end of each presentation, members of the class can discuss how school system and school building administrators can prepare for dealing with this issue in advance.

Directions for Variation # 2 – Leadership Behavior

In this variation, students are asked to approach the issue as a leadership issue. If the superintendent were to ask you to pull together a committee to develop organizational procedures and processes for dealing with the issue assigned, what would you do first? Next? Who would you involve or invite to work with you? Why would you approach the topic in that manner? Please be specific about “your” behavior (your leadership) and how you anticipate it will be received by your colleagues. Be sure to share some of the anticipated issues and conflicts that might arise as you establish your procedures for dealing with the identified issue. Students in the class are assigned (as individuals or small groups of 3 or less) an issue to research and then share information with the other students in the class. Students are to prepare a three to five page paper discussing the research they have identified and reviewed on their respective topics and to prepare a bibliography (APA style) to be submitted with each presentation. Students are required to interview three school principals from three different school districts (not their

own district) to gather practitioner information and perspectives regarding the issues assigned. Students are encouraged to ask the principals to share experiences they have had in dealing with the issue. Lastly, students are asked to prepare a Power-Point or other form of presentation not to exceed 40 minutes to share what they have learned about the topic and to reflect on what they learned.

The instructor can also select from a – g (as outlined in Variation # 1) to add to the experience.

Management & Leadership Issues

The following management and/or leadership issues have been identified after interviewing several school building and district administrators.

1. **Developing the Master Schedule:** Students are to identify a minimum of 4 issues that exist in developing a master schedule. Potential questions include: Where does the principal begin? Who else is involved in developing and implementing the master schedule? What are some of the problems that occur in developing the schedule? What is the impact of shared staff? How does the lunch period (or special subject courses, or speech services, or instrumental music lessons, etc.) complicate scheduling?
2. **Handling Student Discipline:** Students are to identify a minimum of 5 ways school administrators manage the daily issue of student discipline. Potential questions include: Do all buildings have written procedures or rules? How were they established? Was there faculty, student, parent, community, or Board of Education involvement? What are the most frequent discipline problems that principals have identified? Who handles discipline in the building? Are parents notified when a student gets into difficulty? What kind(s) of reactions do principals experience from parents? Students are asked to review the rules regarding short and long term suspensions, superintendent hearings, etc.
3. **Working with and Managing Employee Contracts:** Students are to identify a minimum of 3 major issues that confront principals when working with various employee contracts (i.e. personal days, required documentation, etc.) Potential questions include: Do different employee groups have provisions that differ, thus causing confusion? What involvement does the central office have in managing contractual issues? Have conflicts arisen between employee groups? How were they managed? What is the principal's role in managing grievances?
4. **Managing Special Education Issues at the Building Level:** Students are to identify a minimum of 4 issues that building principals experience in dealing on a daily and yearly basis with special education students. Potential questions include: What scheduling concerns exist and how are they handled? What, if any, is the role of the principal in the IEP process? How is student discipline managed for special education students? (differences and limitations) Identify any complications arising as a result of having multiple adults working with a single student? What are the issues in managing IEP requirements for test modifications? What is the process to admit, review, or dismiss a student from special education?
5. **Dealing with 504 Plans:** Students are to identify a minimum of 4 issues that building principals also have in assuring that 504 plans for students are in place and being implemented properly in their schools. Section 504 of the Rehabilitation Act and the Americans with

Disabilities Act specifies that students with a “physical or mental impairment that substantially limits one or more major life activities” must be provided with a 504 plan to assist them in participating in elementary, secondary and post-secondary schooling. Potential questions include: How are the principals you interviewed managing 504 plans? What kinds of help or assistance do they have? What are the major difficulties or issues encountered? What has been the faculty response to providing 504 accommodations? Have parents been cooperative...combative? How are 504 plans developed? Who is involved? What is the range of services currently being provided to students?

6. **Managing Effective Communications:** Students are to identify a minimum of 4 groups with whom a building principal regularly communicates. (i.e. faculty, parents, etc.) Potential questions include: What mechanisms do principals use in communicating with these groups? How frequent does the principal communicate with them? What role does the principal have in communicating with a union representative? How does the principal deal with emergency communications? What role does technology play in communications today? How does the principal decide which form of communication to use in dealing with various issues? (i.e. When to use an e-mail? a brief note? a personal conversation? a formal letter? a memo? etc.)
7. **Dealing with Legal Issues:** Students are asked to gather information on the range of legal issues that today’s principals deal with at the building level. Potential questions include: What are the major legal issues that a principal deals with during the year? Does the principal communicate with the central office on legal issues? How often does the principal solicit outside advice on legal issues? Where does the principal get advice on legal issues? What are the differences between policy and procedure? What responsibilities do administrators have for on campus behavior v off campus behavior? Do principals generally have direct access to the school’s attorney? Do they need permission from central office prior to speaking with the school attorney?
8. **Maintaining Safe School Facilities:** Students are asked to solicit information from building principals regarding how they work to maintain a safe school facility. Potential questions include: What role do principals play in identifying facility safety needs? (i.e. need to replace broken windows, doors, locks, drinking fountains, bathrooms, ceiling or floor tile, etc. or need to replace worn carpets, black/white boards, chairs, desks, etc.) What role does the principal play in addressing other safety needs like better lighting, preventive maintenance, vehicle traffic issues, etc.? Do they have a building safety committee? Who serves on a building safety committee? What is the principal’s role with this committee? How are these issues addressed financially? Who else is involved in maintaining safe school facilities?
9. **Planning and Implementing a Building Budget:** Students are asked to gather information from a variety of building principals regarding their role in planning and implementing their building budget. Potential questions include: What role do principals play in influencing their overall budget allocation or funding level? How much say do they have over the purchase of equipment, supplies and other materials? When are materials ordered? How are purchases managed during the year (process)? What does the principal do to monitor the remaining available funds? How are priorities established? Who is involved in developing the building

budget? What role does the faculty have in establishing priorities? What role does the support staff have?

10. **Managing After-School Programs:** Students are asked to identify the range of after-school activities that exist in today's elementary, middle, and high schools. Potential questions include: What kinds of programs exist? Who sets the schedule? How is transportation managed? How are the programs financed? Are there contract issues involved and if so how are they handled? What are the issues involved in supervising school dances? (i.e. students wanting to leave early, students under the influence of alcohol or drugs, etc.) What are the issues involved in dealing with evening sports events? (i.e. spectator behavior, spectator or student under the influence, etc.) What role, if any, does the board of education or board policy play?
11. **Providing Adequate Student Supervision:** Students are asked to research the issue of student supervision and identify times and locations during the school day that create challenges in providing adequate supervision for students. Potential questions include: Where are the challenges in maintaining adequate student supervision throughout the day? Are there contractual issues that limit faculty and staff assignments to non-instructional duties? What are some of the alternatives that schools have developed to assist in maintaining adequate supervision? Are there aspects of the school experience that require increased or focused student supervision? (i.e. arrival and dismissal? after-school programming? field trips? special events? emergency drills? use of facilities by outside groups? etc.)
12. **Working Effectively with Parent Groups, PTA/PTO:** Students are asked to identify the major issues in working effectively with parent groups. Potential questions include: What issues contribute to a positive collaborative relationship? What strategies have been effective in promoting collaboration, open and effective communication and the adoption of common goals? Are there district policies or procedures that define or affect the relationships between school and such organizations? (Building use, access to information, use of school equipment, funding of school projects, events or resources, etc. How do principals manage the "overly involved" parent? What actions can a principal take to increase (or decrease) PTA/PTO involvement in the school's program? What kinds of involvement do the principal/faculty want regarding PTA/PTO involvement? What role, if any, does the administration have for reviewing booster club/PTO finances?
13. **Managing Issues of Access to Students and Student Records:** Principals often receive requests for access to students and student records from a variety of sources including police officials, the press, parents, step-parents, separated and divorced parents, grandparents, other school districts, etc. The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, provides principals with guidance on what is acceptable and unacceptable when it comes to making records available to others without appropriate permission. Additionally, FERPA provides guidelines on how a parent can seek to have an inaccurate or misleading record corrected through both a formal or informal hearing. Students are asked to research this topic. Potential questions include: What are some of the difficulties principals have experienced? How have those difficulties been resolved? What advice would an experienced principal provide to a new principal about this topic? What is a school district

required to do on an annual basis to inform parents about their FERPA rights? What responsibility does the principal have to ensure staff follows FERPA guidelines? What is directory information? What information can be shared if a student dies (is arrested, etc.) and the press is seeking information? What can a parent do if they don't wish any information about their student released to anyone?

14. **Time Management:** Students are asked to identify the major challenges to managing time effectively. Potential questions include: What are the issues that create inordinate demands on a building principal's time? What are some of the strategies that can be effectively used to manage time effectively? In what ways can communication, office organization, delegation of duties, calendar management and other procedures assist a school administrator in responding effectively to these challenges? What are some of the remedies that principals have developed to balance their competing needs to be available, visible, accessible to parents, students, faculty, central office, etc.?
15. **Scheduling & Implementing Faculty Classroom Observations/Evaluations:** Students are asked to identify the various ways school principals manage the scheduling and implementing their responsibilities for observing and evaluating members of the professional staff. Potential questions include: What are some of the requirements in various school districts for conducting classroom observations? How many observations are required of probationary teachers? Tenured teachers? Long-term substitute teachers? Part time teachers, etc? Do some teachers have options as to the type of observation or evaluation/assessment process? Who is involved in conducting formal classroom evaluations? How many observations do building administrators typically deal with each year? What criteria do principals consider among the most important in their decision-making, etc? What, if any, contract limitations exist in the districts where principals were interviewed?
16. **Planning for and Making Open House and Parent-Teacher Conferences Meaningful:** Every year, school districts throughout the country plan for both open house and parent-teacher conference activities. The sheer number of these activities is overwhelmingly significant and demonstrates the "importance" focused on them. What actual planning, however, actually goes into preparing the faculty for this "significant and important" activity? Students are asked to research both these topics and prepare a brief handbook of "best practices" activities for new principals on how best to prepare teachers and the building for an Open House. Potential questions include: What are the objectives for Open House and for parent-teacher conferences? Are they clear to both teachers and parents?) What kinds of preparations are required? Are there activities that have proven to be successful, etc? Do principals work in conjunction with their PTA or PTO in planning for open house? Additionally, what kinds of in-service training are offered to faculty (new and experienced) with regard to parent-teacher conference activities? What kind of time is made available for teachers to prepare? Are materials made available to parents ahead of time? Is the conference in addition to or a substitute for a periodic report card? What formats are available for teachers to follow? Are these prescribed? or are options recommended. Are students ever involved?
17. **Managing and Dealing with Transportation Issues, Problems, and Challenges:** Many building principals and assistant principals are confronted with a variety of transportation

issues. The challenges range from student misbehavior on the bus or at the bus stop, to after school activity busses arriving late, to unrealistic bus driver expectations, etc. At times it seems that the yellow busses dictate the entire schedule for most school districts making it difficult for the principal to be able to make recommendations for needed program changes requiring transportation flexibility. Students are asked to research this topic to identify the variety of transportation issues and to then present the issues and possible recommendations for managing them. Potential questions include: What role does the principal/assistant principal play in dealing with transportation problems? What role does the principal have in dealing with inappropriate student behavior or unrealistic bus driver expectations? What kind of interaction does the principal have with the Transportation Supervisor? How do the two individuals work together to resolve difficulties? If there is no interaction between the principal and transportation supervisor, how are transportation issues managed?

18. **Response to Intervention (RtI):** Response to intervention is an increasingly mandated method of academic intervention in schools that building principals are required to deal with. RtI seeks to identify general education students who are experiencing difficulty in both academic and behavioral areas and to provide them with focused interventions and instruction to assist them. The goal is to prevent these struggling students from developing gaps in their instructional and behavioral background that become overwhelming. The task in this assignment is to research RtI and prepare a presentation for the class. (It is suggested that you contact potential principals to assure yourself they have some prior awareness of RtI prior to meeting with them.) Potential questions include: What characteristics might help a teacher identify a student eligible for RtI? What are some of the appropriate RtI strategies that schools may utilize? What kinds or types of assessments are recommended or required? What involvement do parents have in this process? Who is required to monitor student success or lack thereof? What specific requirements (if any) are placed on the school or the teachers? What is the time commitment for the administrator, the RtI committee, and teachers? How is scheduling affected by RtI and the required interventions? How is the master schedule adjusted to accommodate RtI?
19. **Project SAVE (Safe Schools Against Violence in Education):** Every school district in New York State is required by the Regulations of the Commissioner 155.17 to develop a District Wide School Safety Plan. These plans also include a number of responsibilities for building principals to manage the safety of students and adults when a variety of issues arise. Procedures for managing lock downs, early dismissal, bomb threats, etc. are required to be in place, and in some cases, practiced on an annual or bi-annual basis. Potential questions include: What kinds of safety plans are in place in your building? Are there plans for every building in the district? How was your safety plan developed? Were parents involved? Police? Faculty? Support Staff? Others? What types of contingencies have been considered? Do you conduct any drills for certain types of incidents? What kind of staff development was conducted when the plan was completed? Is there an annual review for returning staff? Is the safety plan reviewed with all newly hired employees?
20. **Implementing and Managing the Annual Professional Performance Review Requirement (The APPR):** In accordance with the Regulations of the Commissioner of Education 100.2(o), all school districts "...shall adopt a plan... for the annual professional performance review of

its teachers providing instructional services or pupil personnel services..." Criteria for evaluation of teachers shall include instructional delivery, classroom management, student development, student assessment, collaboration, and reflective and responsive practice. Building principals have a major responsibility to implement the APPR. Students are asked to review APPR plans from at least 3 different districts and prepare a presentation of "best practice" for class review. Potential questions include: How is this responsibility managed? Does every teacher have an APPR review every year? Do they all occur at the end of the year? How are school districts adapting to the new APPR requirements currently being implemented in New York State? How many classroom observations are additionally required in the district's surveyed?

Closing

It is clear that school building principals have a significant role to play in managing and leading our schools in the future. Whether these two concepts are completely separate or simply two sides of the same coin, one thing is perfectly clear: school building principals must engage in both management and leadership activities.

Change is inevitable. And given the technology changes occurring in today's world, leaders and managers will need to make decisions to keep moving forward at an ever increasing pace. As Will Rogers said, "It isn't enough to be on the right track. If you aren't moving you can still get hit by a train" (Bennis & Nanus, 2007).

Appendix A

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment

- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

(Council of Chief State School Officers, 2008)

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